
Early On[®] Role Assessment Tool

CCRESA Office of Innovative Projects
***Early On*[®] Training & Technical Assistance**

February 2022



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***Early On*[®] Role Assessment Tool**

Early On Training and Technical Assistance (EOT&TA), in collaboration with Valerie Brown, TRIAD Inc., created four Responsibility Maps and corresponding Areas of Expertise to help the field understand the important and unique roles within the *Early On* System. The *Early On* roles are:

- *Early On* Coordinator
- Service Coordinator
- Service Provider
- Multi-Disciplinary Evaluation and Assessment Team Member

For each role, there are two components:

1. Responsibility Map
2. Areas of Expertise

Each Responsibility Map includes Core Knowledge and Skills, Role Outcomes with corresponding Key Responsibilities, and System Goals.

The Areas of Expertise further defines the Core Knowledge and Skills by providing indicators/evidence and offers an opportunity for rating the level as beginning, progressing, or excelling.

These tools can be used as a self-assessment, in creation of job descriptions, or as an opportunity for conversations among *Early On* team members.

This document was produced and distributed through an *Individuals with Disabilities Education Act* (IDEA) Mandated Activities Project for Support to the *Early On* Field, awarded to Clinton County Regional Educational Services Agency (CCRESA) Office of Innovative Projects (OIP) by the Michigan Department of Education (MDE), for electronic distribution. The opinions expressed herein do not necessarily reflect the position or policy of the MDE, Michigan State Board of Education, or the U.S. Department of Education, and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project, contact the MDE, Office of Great Start, P.O. Box 30008, Lansing, MI 48909.

Early On[®] Coordinator

Responsibility Map

Early On System Goals

- Eligible children and families receive comprehensive, collaborative, family-centered, strength-based services
- Maximum developmental outcomes for eligible children within the context of the family

Core Knowledge and Skills

Theoretical Foundations

- Family-centered, strength-based practice
- Early intervention theory and practices
- Child development
- Diversity
- Adult learning
- Training strategies and methods

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Technical Expertise

- Strategic planning and implementation
- Quality assurance procedures
- Budgeting fundamentals
- Grant writing and reporting

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Policy, Rules, & Regulations

- Part C regulation and practice
- Other policy and regulation
- Employer rules

Key Responsibilities: Sets #1, #3, and #4

Systems Expertise

- Local and state human service systems
- Local service delivery systems and resources
- *Early On* Michigan systems
- Role/expectations

Key Responsibilities: Sets #2 and #4

Working With Others

- Building and maintaining relationships
- Influencing and encouraging
- Supporting others
- Collaborating
- Building teams
- Resolving conflict

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Communicating

- Communicating orally and in writing
- Facilitating groups
- Listening

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Thinking

- Systems perspective
- Thinking creatively
- Solving problems
- Exercising sound judgment

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Administration

- Planning and organizing
- Multi-tasking

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Essential Characteristics

- Vision, passion, and commitment
- Initiative and self sufficiency
- Empathy and compassion
- Credibility
- Risk tolerance
- Resilience
- Adaptability

Key Responsibilities: Sets #1, #2, #3, #4, #5, and #6

Key Responsibilities and Role Outcomes

Set #1

Key Responsibilities

- Assists the lead agency in ensuring local system compliance with all applicable regulations, policies and procedures; ensures procedural safeguards are met
- Guides the Local Interagency Coordinating Council (LICC) in implementing the local service area plan

Role Outcomes

- Effective local *Early On* system that identifies, provides, and maintains coordinated services, information, and support to families of infants/toddlers with special needs

Set #2

Key Responsibilities

- Participates in relevant formal and informal learning activities to:
 - Keep current on issues, regulation, and procedure
 - Continuously improve individual capabilities
- Facilitates continuous improvement and change within the local system
- Provides input to state-level system development

Role Outcomes

- Continuous improvement of *Early On* services, support, processes, and tools

Set #3

Key Responsibilities

- Coordinates/collaborates on public awareness activities and local Child Find activities
- Models initiative, vision, innovation, and accountability for the local system

Role Outcomes

- Local organizations, individuals, and collaborating agencies that understand goals, services, and resources of *Early On*

Set #4

Key Responsibilities

- Provides timely and relevant information to those working within *Early On*
- Identifies, establishes, and coordinates orientation and training for family members, service coordinators, service providers, medical/health care providers, LICC, and other community members

Role Outcomes

- Effective local *Early On* community with the information and capabilities required to support the local service area plan

Set #5

Key Responsibilities

- Collaboratively develops and prepares the budget for the local service area
- Collaboratively develops and timely submits local service area grant application; completes required reporting

Role Outcomes

- Local *Early On* system with available financial resources for the coordination of effective services, information, and support

Set #6

Key Responsibilities

- Collaborates formally and informally with other early childhood/early intervention initiatives
- Promotes parent involvement and voice at every level of *Early On*

Role Outcomes

- Family-professional and professional-professional partnerships on every level of *Early On*

Early On Coordinator Areas of Expertise

Theoretical Foundations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Family-centered, strength-based practice	<ul style="list-style-type: none"> • Embeds the concept of “family-centered, strength-based practice” in all activities including workshops, meetings, at conferences, and in one-on-one conversations 	Beginning Progressing Excelling
Early intervention theory & practices	<ul style="list-style-type: none"> • Ensures that the local service area plan is implemented in accordance with sound principles and practices of early intervention • Accurately includes/explains the concept of early intervention in workshops, meetings, at conferences, and in one-on-one conversations 	Beginning Progressing Excelling
Child development	<ul style="list-style-type: none"> • Provides information to families, service providers, community groups, etc. on infant and child development 	Beginning Progressing Excelling
Diversity	<ul style="list-style-type: none"> • Applies understanding of diversity to communicate effectively, establish positive relationships with a diverse population of <i>Early On</i> families, and demonstrate respect for the uniqueness of each family’s culture • Assists Local Interagency Coordinating Council (LICC) to be sensitive to diversity 	Beginning Progressing Excelling
Adult learning and Training strategies & methods	<ul style="list-style-type: none"> • Works with <i>Early On</i> staff and LICC to identify and define training needs • Ensures <i>Early On</i> staff has required training • Coordinates educational/training activities aimed at enhancing the capability of the <i>Early On</i> community • If involved in the design and development of workshops, demonstrates knowledge of principles of adult learning and training methods 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Technical Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Strategic planning & implementation	<ul style="list-style-type: none"> • Helps ensure that the LICC develops goals and plans reflective of their area’s needs and strengths • Guides the LICC in implementing the local service area plan 	Beginning Progressing Excelling
Quality assurance procedures	<ul style="list-style-type: none"> • Assists the lead agency in ensuring local system compliance with all applicable quality standards and regulations • Helps the LICC in identifying and acting on opportunities for local system improvement 	Beginning Progressing Excelling
Budgeting fundamentals	<ul style="list-style-type: none"> • Assists the LICC in developing, preparing, and monitoring the local service area budget 	Beginning Progressing Excelling
Grant writing & reporting	<ul style="list-style-type: none"> • Assists the LICC in developing and submitting local service area grant applications • Analyzes information for and prepares the LICC’s grant-related reports 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Policy, Rules, & Regulations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Part C regulation & practice</p> <p>and</p> <p>Other policy & regulation</p>	<ul style="list-style-type: none"> • Keeps the LICC currently informed of the provisions and requirements of Part C of IDEA and other federal, state, and local laws affecting families of children with special needs • Understands how Michigan Mandatory Special Education (MMSE) and <i>Michigan Administrative Rules for Special Education</i> (MARSE) integrates with <i>Early On</i> • Coordinates/collaborates on awareness activities to help families, colleagues, agencies, the public, and others remain informed of the provisions and requirements of Part C and other laws affecting families of children with special needs • Assists the LICC to work within the letter and spirit of all Part C and other applicable policy and regulations (from other government/funding agencies, <i>Early On</i>, etc.) • Ensures procedural safeguards are preserved and maintained 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Employer rules</p>	<ul style="list-style-type: none"> • Personally, works within the employer's policies and practices 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Early On Coordinator Areas of Expertise

Systems Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Local & state human service systems and Local service delivery systems & resources and Early On Michigan systems</p>	<ul style="list-style-type: none"> • Coordinates and collaborates on public awareness activities regarding <i>Early On</i>, existing human service agencies (Department of Health and Human Services, Department of Education, local Community Mental Health, etc.), and local community resources (e.g., churches, food banks, day care centers, family members, friends, other families) • Speaks knowledgeably about <i>Early On</i> and local service delivery systems and resources at workshops, conferences, and meetings • Uses knowledge of the various systems to promote collaborative family-centered, strength-based practice • Uses understanding of <i>Early On</i> to identify and communicate opportunities for state-level system improvement • Applies knowledge of <i>Early On</i> and the local service delivery systems and resources to help ensure appropriate representation on the LICC 	<p>Beginning Progressing Excelling</p>
<p>Role/expectations</p>	<ul style="list-style-type: none"> • Meets the expectations for one’s role within the employing organization 	<p>Beginning Progressing Excelling</p>

Early On Coordinator Areas of Expertise

Working With Others

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Building & maintaining relationships	<ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families, LICC members, other early childhood/early intervention initiatives, service providers, funding agencies, and others in the <i>Early On</i> community by: <ul style="list-style-type: none"> ○ Seeking opportunities to establish relationships ○ Maintaining regular communications ○ Following through consistently on assigned tasks and promises 	Beginning Progressing Excelling
Collaborating and Building teams	<ul style="list-style-type: none"> • Actively works as a partner/team member with family members, colleagues, and other early childhood/early intervention initiatives to meet the needs of families • Encourages and fosters parent involvement/voice at every level of <i>Early On</i> • Contributes actively for the good of the team • Lets go of personal goals/agendas when they interfere with team initiatives • Encourages and fosters effective teamwork within the LICC 	Beginning Progressing Excelling
Resolving conflict	<ul style="list-style-type: none"> • Deals with families and colleagues in a tactful and understanding manner • Works constructively with others to find “win-win” solutions to conflicts and to improve families’ ability to resolve conflicts themselves 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Communicating

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Communicating orally & in writing	<ul style="list-style-type: none"> • Provides information to people at their level of understanding • Communicates honestly, sensitively, and empathetically with all • Demonstrates clarity, focus, accuracy, and diplomacy when speaking at workshops, meetings, and conferences • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating correspondence, training and meeting materials, grant applications, and reports • Appropriately uses and interprets non-verbal behavior 	Beginning Progressing Excelling
Listening	<ul style="list-style-type: none"> • Pays attention when others are speaking • Lets others finish speaking before jumping in with own position • Asks questions to understand others' statements and positions • Clarifies and repeats back others' statements to ensure understanding 	Beginning Progressing Excelling
Facilitating groups	<ul style="list-style-type: none"> • When leading formal and informal teams, guides discussions and assists the group in maintaining focus 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Thinking

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Systems thinking	<ul style="list-style-type: none"> • Sees the “big picture” and interactions of various factors when analyzing situations 	Beginning Progressing Excelling
Thinking creatively	<ul style="list-style-type: none"> • Generates new insights and workable solutions to issues related to effective, family-centered, strength-based practice • Maintains a fresh perspective on issues • Promotes and encourages innovation among local system staff 	Beginning Progressing Excelling
Solving problems	<ul style="list-style-type: none"> • Uses listening skills to understand issues and problems • Determines the root cause of problems effectively and timely • Identifies several possible solutions to problems; selects the best solution 	Beginning Progressing Excelling
Exercising sound judgment	<ul style="list-style-type: none"> • Evaluates alternatives prior to making decisions • Balances available information and own expertise in making decisions 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Administration

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Planning & organizing	<ul style="list-style-type: none"> • Sets well-defined work project goals and assists the LICC in identifying and prioritizing goals • Defines, creates a sequence for, and prioritizes tasks (such as the coordination of orientation and training) that support individual and LICC goal achievement • Employs effective systems for tracking progress and ensuring follow up • Effectively organizes working papers and important materials 	Beginning Progressing Excelling
Multi-tasking	<ul style="list-style-type: none"> • Completes several tasks within the same time period, switching effectively from one task to another as the priorities and issues dictate 	Beginning Progressing Excelling

Early On Coordinator Areas of Expertise

Essential Characteristics

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Vision, passion, & commitment	<ul style="list-style-type: none"> • Communicates own belief in the mission and vision of <i>Early On</i> • Uses the <i>Early On</i> mission and vision as the starting point for identifying opportunities for system improvement and change • Seeks opportunities to learn and grow 	Beginning Progressing Excelling
Initiative & self-sufficiency	<ul style="list-style-type: none"> • Steps forward to identify and address issues, even very difficult ones • Fosters a willingness among local system staff and partners to undertake activities/address issues without being told 	Beginning Progressing Excelling
Empathy & compassion	<ul style="list-style-type: none"> • Demonstrates understanding of the feelings of others • Works to alleviate others' painful situations 	Beginning Progressing Excelling
Credibility	<ul style="list-style-type: none"> • Builds trust with others through honesty • Demonstrates consistency between words and actions • Acts as a role model for straightforward, aboveboard conduct 	Beginning Progressing Excelling
Risk tolerance	<ul style="list-style-type: none"> • Has the courage to advocate a point of view not given full consideration by others or make a difficult decision • Encourages others to take risks and to learn from the experience 	Beginning Progressing Excelling
Resilience	<ul style="list-style-type: none"> • Remains composed during times of stress • Views mistakes as learning experiences rather than as disappointments • Sees and communicates the humor in situations, even very difficult ones 	Beginning Progressing Excelling
Adaptability	<ul style="list-style-type: none"> • Embraces change • Shifts strategies without distress 	Beginning Progressing Excelling

Service Coordinator

Responsibility Map

Early On System Goals

- Eligible children and families receive comprehensive, collaborative, family-centered, strength-based services
- Maximum developmental outcomes for eligible children within the context of the family

Core Knowledge and Skills

Theoretical Foundations

- Family-centered, strength-based practice
- Early intervention practices
- Child development
- Diversity

Key Responsibilities: Sets #1, #2, #3, and #4

Technical Expertise

- Service coordination practice

Key Responsibilities: Set #1

Policy, Rules, & Regulations

- Part C regulation and practice
- Other policy and regulation
- Employer rules

Key Responsibilities: Sets #1 and #3

Systems Expertise

- Local and state human service systems
- Local service delivery systems and resources
- *Early On* Michigan systems
- Role/expectations

Key Responsibilities: Sets #1 and #3

Working With Others

- Building and maintaining relationships
- Influencing and encouraging
- Supporting others
- Collaborating
- Building teams
- Resolving conflict

Key Responsibilities: Sets #1, #2, #3, and #4

Communicating

- Communicating orally and in writing
- Facilitating groups
- Listening

Key Responsibilities: Sets #1, #2, #3, and #4

Thinking

- Analyzing information
- Thinking creatively
- Solving problems
- Exercising sound judgment

Key Responsibilities: Sets #1, #2, #3, and #4

Administration

- Planning and organizing
- Managing time
- Multi-tasking

Key Responsibilities: Sets #1, #2, #3, and #4

Essential Characteristics

- Vision, passion, and commitment
- Initiative and self sufficiency
- Empathy and compassion
- Credibility
- Risk tolerance
- Resilience
- Adaptability

Key Responsibilities: Sets #1, #2, #3, and #4

Key Responsibilities and Role Outcomes

Set #1

Key Responsibilities

- Coordinates the performance of evaluations and assessments; helps the family identify resources, priorities, and concerns as they relate to the development of the child
- Participates in development, review, and evaluation of Individualized Family Service Plans (IFSPs) that build on family resources and priorities to work toward mutually agreed upon outcomes
- Serves as a single point of contact in linking families to necessary resources, information, and emotional support
- Continuously seeks appropriate situations and services, within the natural environment, necessary to benefit the development of the child (including specialist services)
- Collaborates formally and informally with other community agencies; coordinates and communicates with/among service providers
- Facilitates the development of plans for transitioning to other programs/resources

Role Outcomes

- *Early On* children and families receive the most beneficial services available, tailored to their individual needs and within their natural environments
- Elimination of redundancy in services

Set #2

Key Responsibilities

- Builds parent-professional partnerships with *Early On* families
- Connects families who want parent-to-parent support with families who are willing to provide it

Role Outcomes

- *Early On* families have partnering and supportive relationships with their Service Coordinator and other *Early On* families
- *Early On* families empowered to become their children's advocates

Set #3

Key Responsibilities

- Advises families of their rights (procedural safeguards) at appropriate times throughout the IFSP process
- Helps ensure that all established procedural safeguards are met

Role Outcomes

- *Early On* families empowered to become their children's advocates
- Respect for and preservation of family rights

Set #4

Key Responsibilities

- Participates in relevant formal and informal learning activities to:
 - Keep current on issues, regulation, and procedure
 - Continuously improve individual capabilities
- May serve as member of the Local Interagency Coordinating Council (LICCC)

Role Outcomes

- Continuously improved service coordination

Service Coordinator Areas of Expertise

Theoretical Foundations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Family-centered, strength-based practice	<ul style="list-style-type: none"> • Embeds the concept of “family-centered, strength-based practice” in all activities • Accurately explains the concept of family-centered, strength-based practice at meetings and in one-on-one conversations with families, peers, agencies, and others 	Beginning Progressing Excelling
Early intervention theory & practices	<ul style="list-style-type: none"> • Accurately explains the concept of early intervention at meetings and in one-on-one conversations with families, peers, agencies, and others 	Beginning Progressing Excelling
Child development	<ul style="list-style-type: none"> • Provides information to families, service providers, community groups, etc. on infant and child development 	Beginning Progressing Excelling
Diversity	<ul style="list-style-type: none"> • Applies understanding of diversity to communicate effectively, establish positive relationships with a diverse population of <i>Early On</i> families, and demonstrate respect for the uniqueness of each family’s culture • Promotes ongoing sensitivity to diversity among service providers 	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Technical Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Service coordination practice	<ul style="list-style-type: none">• Applies sound principles of service coordination to ensure that children and families receive effective services, and all the services to which they are entitled, without duplication• Continuously seeks appropriate situations and services, within the natural environment, necessary to benefit the development of the child	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Policy, Rules, & Regulations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Part C regulation & practice</p> <p>and</p> <p>Other policy & regulation</p>	<ul style="list-style-type: none"> • Coordinates the performance of assessments and evaluations • Participates in development, review, and evaluation of the Individualized Family Service Plan (IFSP) • Participates in home visits, as required • Uses understanding of policy and regulation to facilitate the development of plans for smoothly transitioning <i>Early On</i> children and families to other programs/services • Keeps families informed of the range of services and resources provided by law for children with special needs and their families • Advises families of their rights and procedural safeguards • Ensures procedural safeguards are preserved and maintained • Works within the spirit and letter of federal, state, and local law • Assists service providers to work within regulatory and other requirements • Personally, works within the policies and practices of the funding agencies and <i>Early On</i> Michigan 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Employer rules</p>	<ul style="list-style-type: none"> • Personally works within the employer’s policies and practices 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Service Coordinator Areas of Expertise

Systems Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Local & state human service systems</p> <p>and</p> <p>Local service delivery systems & resources</p> <p>and</p> <p>Early On Michigan systems</p>	<ul style="list-style-type: none"> • Informs families about <i>Early On</i>, existing human service agencies (e.g., Department of Health and Human Services, Department of Education, local Community Mental Health), and local community resources (e.g., churches, food banks, day care centers, family members, friends, other families) • Applies knowledge of human service and service delivery systems and community resources to continuously seek services and situations to benefit the development of the child • Uses understanding of policy and regulation to facilitate the development of plans for smoothly transitioning <i>Early On</i> children and families to other programs/services • Speaks knowledgeably about <i>Early On</i> and local service delivery systems and resources at meetings • Uses knowledge of the various systems to promote collaborative family-centered, strength-based practice 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Role/expectations</p>	<ul style="list-style-type: none"> • Meets the expectations for one’s role within the employing organization 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Service Coordinator Areas of Expertise

Working With Others

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Building & maintaining relationships	<ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families, community/ funding agency representatives, service providers, and others in the <i>Early On</i> community by: <ul style="list-style-type: none"> ○ Seeking opportunities to establish relationships ○ Maintaining regular communications ○ Following through consistently on assigned tasks and promises 	Beginning Progressing Excelling
Influencing & encouraging and Supporting others	<ul style="list-style-type: none"> • Accurately anticipates how to best influence and encourage families, service providers, and others in the local community • Presents sound arguments to support family-centered care, early intervention, and family rights • Uses personal commitment and empathy to influence service providers, medical/ health care providers, and other community members to work together • Assists families to build supportive relationships with other <i>Early On</i> parents 	Beginning Progressing Excelling
Collaborating and Building teams	<ul style="list-style-type: none"> • Actively works as a partner/team member with parents, colleagues, and service/health care providers to meet the needs of children and families • Contributes actively for the good of the team • Lets go of personal goals/agendas when they interfere with team initiatives 	Beginning Progressing Excelling
Resolving conflict	<ul style="list-style-type: none"> • Deals with families and colleagues in a tactful and understanding manner • Works constructively with others to find “win-win” solutions to conflicts and to improve families’ ability to resolve conflicts themselves 	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Communicating

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Communicating orally & in writing	<ul style="list-style-type: none"> • Provides information to others at their level of understanding • Communicates honestly, sensitively, and empathetically with all • Demonstrates clarity, focus, accuracy, and diplomacy when speaking at workshops, meetings, conferences • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating correspondence and reports • Appropriately uses and interprets non-verbal behavior 	Beginning Progressing Excelling
Participating in groups	<ul style="list-style-type: none"> • Participates in the group process used to develop, review, and evaluate IFSPs • May participate as an active member of the Local Interagency Coordinating Council (LICC) 	Beginning Progressing Excelling
Listening	<ul style="list-style-type: none"> • Pays attention when others are speaking • Lets others finish speaking before jumping in with own position • Asks questions to understand others' statements and positions • Clarifies and repeats back others' statements to ensure understanding 	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Thinking

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Analyzing information	<ul style="list-style-type: none"> • Sees the “big picture,” as well as the interaction of various factors, in analyzing assessment and evaluation data to identify the needs of children and families 	Beginning Progressing Excelling
Thinking creatively	<ul style="list-style-type: none"> • Generates new insights and workable solutions to issues related to effective, family-centered, strength-based practice • Maintains a fresh perspective on issues • Promotes and encourages innovation among families, colleagues, and agency representatives 	Beginning Progressing Excelling
Solving problems	<ul style="list-style-type: none"> • Uses listening skills to understand issues and problems • Determines the root cause of problems effectively and in a timely manner, especially those problems that represent barriers to families receiving needed services • Identifies several possible solutions to problems; selects the best solution 	Beginning Progressing Excelling
Exercising sound judgment	<ul style="list-style-type: none"> • Evaluates alternatives prior to making decisions • Balances available information and own expertise in making decisions 	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Administration

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Planning & organizing	<ul style="list-style-type: none"> • Sets well-defined personal and team goals and timelines • Defines, creates a sequence for, and prioritizes tasks (such as the performance of evaluations and assessments) that contribute to effective coordination of services for each <i>Early On</i> family • Employs effective systems for tracking progress and ensuring follow up • Effectively organizes working papers and important materials 	Beginning Progressing Excelling
Managing time	<ul style="list-style-type: none"> • Manages the timelines dictated by regulation (procedural safeguards) 	Beginning Progressing Excelling
Multi-tasking	<ul style="list-style-type: none"> • Completes several tasks within the same time period, switching effectively from one task to another as the priorities and issues dictate 	Beginning Progressing Excelling

Service Coordinator Areas of Expertise

Essential Characteristics

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Vision, passion & commitment	<ul style="list-style-type: none"> • Communicates own belief in the mission and vision of <i>Early On</i> • Puts <i>Early On</i> mission above personal agenda • Uses the <i>Early On</i> mission and vision as the starting point for identifying opportunities for system improvement and change • Seeks opportunities to learn and grow 	Beginning Progressing Excelling
Initiative & self-sufficiency	<ul style="list-style-type: none"> • Steps forward to identify and address issues, even very difficult ones • Fosters a willingness and confidence among colleagues, service providers, and families to undertake activities/address issues at their own instigation 	Beginning Progressing Excelling
Empathy & compassion	<ul style="list-style-type: none"> • Demonstrates understanding of the feelings of others • Works to alleviate others' painful situations 	Beginning Progressing Excelling
Credibility	<ul style="list-style-type: none"> • Builds trust with others through honesty • Demonstrates consistency between words and actions • Acts as a role model for straightforward, aboveboard conduct 	Beginning Progressing Excelling
Risk tolerance	<ul style="list-style-type: none"> • Has the courage to advocate a point of view not given full consideration by others or make a difficult decision • Encourages others to take risks and to learn from the experience 	Beginning Progressing Excelling
Resilience	<ul style="list-style-type: none"> • Remains composed during times of stress • Views mistakes as learning experiences rather than as disappointments • Sees and communicates the humor in situations, even very difficult ones 	Beginning Progressing Excelling
Adaptability	<ul style="list-style-type: none"> • Embraces change • Shifts strategies without distress 	Beginning Progressing Excelling

Service Provider

Responsibility Map

Early On System Goals

- Eligible children and families receive comprehensive, collaborative, family-centered, strength-based services
- Maximum developmental outcomes for eligible children within the context of the family

Core Knowledge and Skills

Theoretical Foundations

- Family-centered, strength-based practice
- Early intervention practices
- Child development
- Diversity

Key Responsibilities: Sets #1, #2, #3, and #4

Technical Expertise

- Expertise in a service discipline

Key Responsibilities: Set #1

Policy, Rules, & Regulations

- Part C regulation and practice
- Other policy and regulation
- Employer rules

Key Responsibilities: Sets #1 and #2

Systems Expertise

- Local and state human service systems
- Local service delivery systems and resources
- *Early On* Michigan systems
- Role/expectations

Key Responsibilities: Sets #1 and #2

Working With Others

- Building and maintaining relationships
- Collaborating
- Working on teams

Key Responsibilities: Sets #1, #2, #3, and #4

Communicating

- Communicating orally and in writing
- Listening

Key Responsibilities: Sets #1, #2, #3, and #4

Thinking

- Thinking creatively
- Solving problems
- Exercising sound judgment

Key Responsibilities: Sets #1, #2, #3, and #4

Administration

- Planning and organizing

Key Responsibilities: Set #1

Essential Characteristics

- Vision, passion, and commitment
- Empathy and compassion
- Credibility
- Adaptability

Key Responsibilities: Sets #1, #2, #3, and #4

Key Responsibilities

Set #1

Key Responsibilities

- Participates in the multidisciplinary team's evaluations and assessments; helps the family identify resources, priorities, and concerns as they relate to the development of the child
- Participates in development, review, and evaluation of Individualized Family Service Plans (IFSPs) that build on family resources and priorities to work toward mutually agreed upon outcomes
- Designs and delivers early intervention services, based on the IFSP, family routines, and learning opportunities within the natural environment
- Educates and informs family members and others regarding the provision of services and community resources

Role Outcomes

- *Early On* children and families receive the most beneficial services available, tailored to their individual needs and within their natural environments
- Elimination of redundancy in services

Set #2

Key Responsibilities

- Advises families of their rights (procedural safeguards) at appropriate times
- Helps ensure that all procedural safeguards are met

Role Outcomes

- Respect for and preservation of family rights

Set #3

Key Responsibilities

- Builds parent-professional partnerships with *Early On* families

Role Outcomes

- *Early On* families have partnering and supportive relationships with their service providers

Set #4

Key Responsibilities

- Consults with parents, other service providers, and representatives of community agencies to ensure and improve the effective provision of services within the local area
- Participates in relevant formal and informal learning activities to:
 - Keep current on issues, regulation, and procedure
 - Continuously improve individual capabilities

Role Outcomes

- Continuously improved services to *Early On* families

Service Provider Areas of Expertise

Theoretical Foundations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Family-centered, strength-based practice	<ul style="list-style-type: none"> • Embeds the concept of “family-centered, strength-based practice” in all activities 	Beginning Progressing Excelling
Early intervention theory & practices	<ul style="list-style-type: none"> • Ensures the Individual Family Service Plan (IFSP) and all delivered services reflect effective early intervention principles and practices 	Beginning Progressing Excelling
Child development	<ul style="list-style-type: none"> • Applies an understanding of child development in assessing families, evaluating the child’s current level of development, and in establishing outcomes • Shares information with families, other service providers, community groups, etc. on infant and child development 	Beginning Progressing Excelling
Diversity	<ul style="list-style-type: none"> • Applies understanding of diversity to communicate effectively, establish positive relationships with a diverse population of <i>Early On</i> families, and demonstrate respect for the uniqueness of each family’s culture 	Beginning Progressing Excelling

Service Provider Areas of Expertise

Technical Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Expertise in a service discipline</p>	<ul style="list-style-type: none"> • Applies sound principles of one’s chosen discipline (e.g., nursing, social work, physical therapy, counseling) in: <ul style="list-style-type: none"> ○ The assessment and evaluation processes ○ Development, review, and evaluation of the family’s IFSP ○ Designing and delivering effective services in that discipline to <i>Early On</i> children and families ○ Consulting with family members and colleagues to ensure and improve the delivery of service • Educates family members and others on the nature and process of service delivery within all disciplines 	<p>Beginning Progressing Excelling</p>

Service Provider Areas of Expertise

Policy, Rules, & Regulations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Part C regulation & practice	<ul style="list-style-type: none"> • Applies an understanding of Part C regulation, Michigan Mandatory Special Education (MMSE), <i>Michigan Administrative Rules for Special Education</i> (MARSE) eligibility guidance documents and procedures to: <ul style="list-style-type: none"> ○ Participate in multidisciplinary team assessments and evaluations ○ Participate in development, review, and evaluation of the family’s IFSP ○ Design and deliver early intervention services based on the IFSP and in compliance with the spirit and letter of Part C of the <i>Individuals with Disabilities Education Act</i> (IDEA) • Keeps families informed of the range of services and resources available, through Part C and other legislation, to children with special needs and their families • Advises families of their rights and procedural safeguards • Ensures procedural safeguards and statutory timelines are preserved and maintained 	Beginning Progressing Excelling
Other policy & regulation	<ul style="list-style-type: none"> • Works within the spirit and letter of all applicable federal, state, and local law • Personally works within the policies and practices of other funding agencies and <i>Early On</i> Michigan 	Beginning Progressing Excelling
Employer rules	<ul style="list-style-type: none"> • Personally works within the policies and practices of one’s employing organization 	Beginning Progressing Excelling

Service Provider Areas of Expertise

Systems Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Local & state human service systems</p> <p>and</p> <p>Local service delivery systems & resources</p> <p>and</p> <p>Early On Michigan systems</p>	<ul style="list-style-type: none"> • Informs families about <i>Early On</i>, existing human service agencies (e.g., Department of Health and Human Services, Department of Education, local Community Mental Health, etc.), and local community resources (e.g., churches, food banks, day care centers, family members, friends, other families) • Applies knowledge of human service systems, service delivery systems, and community resources to integrate own services effectively with these other systems and resources • Speaks knowledgeably about <i>Early On</i> and local service delivery systems and resources when consulting with parents, other service providers, and representatives of these systems/resources regarding effective service delivery • Uses knowledge of the various systems to promote collaborative family-centered, strength-based practice 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Role/expectations</p>	<ul style="list-style-type: none"> • Meets the expectations for one’s role within the employing organization 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Service Provider Areas of Expertise

Working With Others

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Building & maintaining relationships	<ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families, colleagues, funding agency representatives, and others in the <i>Early On</i> community by: <ul style="list-style-type: none"> ○ Seeking opportunities to establish relationships ○ Maintaining regular communications ○ Following through consistently on assigned tasks and promises 	Beginning Progressing Excelling
Collaborating and Working on teams	<ul style="list-style-type: none"> • Actively works as a partner/team member with parents, colleagues, and agency representatives to meet the needs of children and families • Shares information on the child’s developmental history and any previous assessments with multidisciplinary team members • Contributes actively for the good of the team • Lets go of personal goals/agendas when they interfere with team initiatives 	Beginning Progressing Excelling

Service Provider Areas of Expertise

Communicating

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Communicating orally & in writing	<ul style="list-style-type: none"> • Provides information to people at their level of understanding • Communicates honestly, sensitively, and empathetically with all • Demonstrates clarity, focus, accuracy, and diplomacy when speaking at meetings or in groups • Writes clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating correspondence and reports • In interviews, structures the sequence of questions so as to obtain necessary information; adjusts and adds questions depending on responses • Appropriately uses and interprets non-verbal behavior 	Beginning Progressing Excelling
Listening	<ul style="list-style-type: none"> • Pays attention when others are speaking • Lets others finish speaking before jumping in with own position • Asks questions to understand others' statements and positions • Clarifies and repeats back others' statements to ensure understanding 	Beginning Progressing Excelling

Service Provider Areas of Expertise

Thinking

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Thinking creatively	<ul style="list-style-type: none"> • Generates new insights and workable solutions related to serving children and families in <i>Early On</i> • Maintains a fresh perspective on issues 	Beginning Progressing Excelling
Solving problems	<ul style="list-style-type: none"> • Uses listening skills to understand issues and problems • Determines the root of problems effectively and in a timely manner (especially those problems that represent barriers to families receiving needed services) • Identifies several possible solutions to problems; selects the best solution 	Beginning Progressing Excelling
Exercising sound judgment	<ul style="list-style-type: none"> • Evaluates alternatives prior to making decisions • Balances available information and own expertise in making decisions 	Beginning Progressing Excelling

Service Provider Areas of Expertise

Administration

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Planning & organizing	<ul style="list-style-type: none">• Defines, creates a sequence for, and prioritizes tasks necessary to achieve agreed upon outcomes for children and families in <i>Early On</i>• Employs effective systems for tracking progress and ensuring follow up• Effectively organizes working papers and important materials	Beginning Progressing Excelling

Service Provider Areas of Expertise

Essential Characteristics

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Vision, passion & commitment	<ul style="list-style-type: none"> • Puts <i>Early On</i> vision and mission above personal agenda • Steps forward to address issues, even very difficult ones • Seeks opportunities to learn and grow 	Beginning Progressing Excelling
Empathy & compassion	<ul style="list-style-type: none"> • Demonstrates understanding of the feelings of others • Works to alleviate others' painful situations 	Beginning Progressing Excelling
Credibility	<ul style="list-style-type: none"> • Does what he/she commits to • Builds trust with others through honesty • Acts as a role model for straightforward, aboveboard conduct 	Beginning Progressing Excelling
Adaptability	<ul style="list-style-type: none"> • Embraces change • Shifts strategies without distress 	Beginning Progressing Excelling

Multidisciplinary Evaluation & Assessment Team Member

Responsibility Map

Early On System Goals

- Eligible children and families receive comprehensive, collaborative, family-centered, strength-based services
- Maximum developmental outcomes for eligible children within the context of the family

Core Knowledge and Skills

Theoretical Foundations

- Family-centered, strength-based practice
- Early intervention practices theory and practices
- Child development
- Diversity

Key Responsibilities: Sets #1, #2, #3, and #4

Technical Expertise

- Effective practice specific to early intervention within the member's service discipline

Key Responsibilities: Sets #1, #2, #3, and #4

Policy, Rules, & Regulations

- Part C regulation and practice
- Other policy and regulation
- Employer rules

Key Responsibilities: Set #2

Systems Expertise

- Local and state human service systems
- Local service delivery systems and resources
- *Early On* Michigan systems
- Role/expectations

Key Responsibilities: Set #2

Working With Others

- Building and maintaining relationships
- Collaborating
- Working on teams

Key Responsibilities: Sets #1, #2, #3, and #4

Communicating

- Communicating orally and in writing
- Listening

Key Responsibilities: Sets #1, #2, #3, and #4

Thinking

- Thinking creatively
- Solving problems
- Exercising sound judgment

Key Responsibilities: Sets #1, #2, #3, and #4

Administration

- Planning and organizing

Key Responsibilities: Sets #1, #2, #3, and #4

Essential Characteristics

- Vision, passion, and commitment
- Empathy and compassion
- Credibility
- Adaptability

Key Responsibilities: Sets #1, #2, #3, and #4

Key Responsibilities

Set #1

Key Responsibilities

- Conducts the initial and ongoing assessments of the family to identify:
 - Family resources, priorities, and concerns
 - Family routines and learning opportunities
 - Supports and services that will help address family needs
- Participates in Individualized Family Service Plan (IFSP) meetings and in the development of integrated outcomes for the IFSP
- Works with the family to plan the evaluation of their child
- Within 45 days of referral, conducts the evaluation of the child's present level of development to determine eligibility for *Early On*
- Documents evaluation findings across disciplines

Role Outcomes

- Family eligibility for *Early On* accurately determined
- *Early On* children and families receive the most beneficial services available, tailored to their individual needs and within their natural environments

Set #2

Key Responsibilities

- Helps ensure that all procedural safeguards are met

Role Outcomes

- Respect for and preservation of family rights

Set #3

Key Responsibilities

- Ensures that family members are fully informed during the evaluation process by:
 - Providing them with a verbal summary of child's performance on the evaluation
 - Seeking their observations/feelings on how it went
 - Providing a copy of the written evaluation
- Builds parent-professional partnerships with *Early On* families, involving them in the assessment and evaluation processes to the extent they wish to be involved

Role Outcomes

- *Early On* families have partnering and supportive relationships with the multidisciplinary team members

Set #4

Key Responsibilities

- Participates in relevant formal and informal learning activities to:
 - Keep current on issues and practice related to the evaluation of infants and toddlers
 - Continuously improve individual capabilities

Role Outcomes

- Continuously improved services to *Early On* families

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Theoretical Foundations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Family-centered, strength-based practice	<ul style="list-style-type: none"> • Embeds the concept of “family-centered, strength-based practice” in all activities • Ensures the Individualized Family Service Plan (IFSP), agreed upon outcomes, and all delivered services reflect effective principles and practices of early intervention and child development 	Beginning Progressing Excelling
Early intervention theory & practices	<ul style="list-style-type: none"> • Accurately explains the concept of early intervention at meetings and in one-on-one conversations with families, peers, agencies, and others 	Beginning Progressing Excelling
Child development	<ul style="list-style-type: none"> • Applies an understanding of child development in assessing families, evaluating the child’s current level of development, and in establishing outcomes 	Beginning Progressing Excelling
Diversity	<ul style="list-style-type: none"> • Applies understanding of diversity to communicate effectively, establish positive relationships with a diverse population of <i>Early On</i> families, and demonstrate respect for the uniqueness of each family’s culture 	Beginning Progressing Excelling

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Technical Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Effective practice specific to early intervention within the member's service discipline</p>	<ul style="list-style-type: none"> • Applies sound principles of one's chosen discipline (e.g., nursing, social work, physical therapy, counseling) in: <ul style="list-style-type: none"> ○ Conducting the family assessment and child evaluation processes ○ Developing an IFSP, with integrated outcomes for the child and family 	<p>Beginning Progressing Excelling</p>

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Policy, Rules, & Regulations

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Part C regulation & practice</p> <p>and</p> <p>Other policy & regulation</p>	<ul style="list-style-type: none"> • Applies an understanding of Part C regulation, Michigan Mandatory Special Education (MMSE), <i>Michigan Administrative Rules for Special Education</i> (MARSE) eligibility guidance documents and procedures to: <ul style="list-style-type: none"> ○ Participate in multidisciplinary team assessments and evaluations ○ Participate in development, review, and evaluation of the family’s IFSP ○ Design and deliver early intervention services based on the IFSP and in compliance with the spirit and letter of Part C of the <i>Individuals with Disabilities Education Act</i> (IDEA) • Educates family members on the purpose, process, and potential benefits of assessment and evaluation for the development of their child • Keeps families informed of the range of services and resources available, through Part C and other legislation, to children with special needs and their families • Works within the spirit and letter of all applicable federal, state, and local law • Personally works within the policies and practices of <i>Early On Michigan</i> 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Employer rules</p>	<ul style="list-style-type: none"> • Personally works within the employer’s policies and practices 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Systems Expertise

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Local & state human service systems</p> <p>and</p> <p>Local service delivery systems & resources</p> <p>and</p> <p><i>Early On</i> Michigan systems</p>	<ul style="list-style-type: none"> • Applies knowledge of human service systems, service delivery systems, and community resources to identify supports and services that will help address family needs • Speaks knowledgeably about <i>Early On</i> and local service delivery systems and resources when working with parents and other multidisciplinary team members 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>
<p>Role/expectations</p>	<ul style="list-style-type: none"> • Meets the expectations for one’s role within the employing organization 	<p>Beginning</p> <p>Progressing</p> <p>Excelling</p>

Multidisciplinary Evaluation & Assessment Team Member Areas of Expertise

Working With Others

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Building & maintaining relationships	<ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families and other multidisciplinary team members by: <ul style="list-style-type: none"> ○ Seeking opportunities to establish relationships ○ Maintaining regular communications ○ Following through consistently on assigned tasks and promises 	Beginning Progressing Excelling
Collaborating and Building teams	<ul style="list-style-type: none"> • Encourages family member involvement in the assessment and evaluation processes, to the extent family members wish to be involved • Actively partners with other team members and family members to identify and plan to address the needs of the child and family • Respects the contribution of family members and colleagues to the assessment and evaluation processes • Contributes actively for the good of the team • Lets go of personal goals/agendas when they interfere with team initiatives 	Beginning Progressing Excelling

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Communicating

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Communicating orally & in writing	<ul style="list-style-type: none"> • Provides information to each audience at the appropriate level of understanding (e.g., verbally summarizes for family members the child’s performance on the evaluation in straightforward language, not jargon) • Communicates honestly, sensitively, and empathetically with all • Demonstrates clarity, focus, accuracy, and diplomacy when speaking at meetings or in groups • Writes clearly, concisely, and in a professional style when creating evaluation reports • Appropriately uses and interprets non-verbal behavior 	Beginning Progressing Excelling
Listening	<ul style="list-style-type: none"> • Asks for family member input in planning the evaluation • Seeks family observations and feelings about how the evaluation went • Pays attention when others are speaking • Lets others finish speaking before jumping in with own position • Asks questions to understand others’ statements and positions • Clarifies and repeats back others’ statements to ensure understanding 	Beginning Progressing Excelling

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Thinking

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Thinking creatively	<ul style="list-style-type: none"> • Generates new insights and workable solutions related to identifying and addressing the needs of children and families in <i>Early On</i> • Maintains a fresh perspective on issues • Promotes and encourages innovation within the multidisciplinary team 	Beginning Progressing Excelling
Solving problems	<ul style="list-style-type: none"> • Uses listening skills to understand issues and problems • Determines the root cause of problems effectively and in a timely manner, especially those problems that represent barriers to families receiving needed services • Identifies several possible solutions to problems; selects the best solution 	Beginning Progressing Excelling
Exercising sound judgment	<ul style="list-style-type: none"> • Evaluates alternatives prior to making decisions • Balances available information and own expertise in making decisions 	Beginning Progressing Excelling

Multidisciplinary Evaluation & Assessment Team Member Areas of Expertise

Administration

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
<p>Planning & organizing</p>	<ul style="list-style-type: none"> • Defines, creates a sequence for, and prioritizes tasks necessary to effectively and, in a timely manner, accomplish the initial and ongoing family assessments and evaluations of children, and IFSP meetings • Employs effective systems for tracking progress and ensuring follow up • Effectively organizes working papers and important materials 	<p>Beginning Progressing Excelling</p>

Multidisciplinary Evaluation & Assessment Team Member

Areas of Expertise

Essential Characteristics

Core Knowledge and Skills	As Demonstrated by	Knowledge or Skill Level
Vision, passion & commitment	<ul style="list-style-type: none"> • Communicates own belief in the mission and vision of <i>Early On</i> • Puts <i>Early On</i> mission and vision above personal agenda • Seeks opportunities to learn and grow 	Beginning Progressing Excelling
Empathy & compassion	<ul style="list-style-type: none"> • Demonstrates understanding of the feelings of others • Works to alleviate others' painful situations 	Beginning Progressing Excelling
Credibility	<ul style="list-style-type: none"> • Does what he/she commits to • Builds trust with others through honesty • Acts as a role model for straightforward, aboveboard conduct 	Beginning Progressing Excelling
Adaptability	<ul style="list-style-type: none"> • Embraces change • Shifts strategies without distress 	Beginning Progressing Excelling